DOCUMENT RESUME

ED 328 298 JC 910 087

AUTHOR Flaherty, Toni
TITLE Student Characteristics as Compared to the Community Profile, Fall, 1988. Volume XVIII, No. 4.
INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE 15 Nov 89
NOTE 33p.; For a related document, see ED 234 837.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; College Credits; Community Colleges; Continuing Education; Credit Courses; Enrollment Influences; Noncredit Courses; *Paying for College; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS William Rainey Harper College IL

ABSTRACT

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of fall 1988 students, compare student and community demographic data, and analyze the percentage of community sub-groups served by the college. A random sample of 500 degree credit students (DCS's) and 300 non-degree credit students (NCS's) were surveyed, representing 3.6% and 3% of the total degree credit and non-credit student populations respectively. Based on responses from 74% of the DCS's and 81% of the NCS's, combined with an analysis of 1980 census data, the study revealed the following: (1) 43% of the DCS's had taken college courses before attending WRHC, and 11% had a bachelor's degree; (2) the average student age was 27 years for DCS's and 39 years for NCS's, slightly higher than in 1986 and 1987; (3) 2.5% of the district population was enrolled as DCS's in fall 1988; (4) 68% of the DCS's and 88% of the NCS's indicated that they were employed full-time; (5) major reported sources of funding for college among the DCS's were the student's own money (48%), parental funds (20%), employer contributions (19%), and spouses (9%); (6) funding sources among NCS's included the student's money (71%), employer contributions (15%), spouses (10%), and parental funds (4%); (7) primary enrollment influences for DCS's were convenience, friends and relatives, ability to enroll in a specific program, low cost, and the desire to broaden their knowledge base; and (8) for NCS's, the primary enrollment influences were availability of specific programs, friends or relatives, convenience, the desire to broaden their knowledge base, and receipt of the semester schedule in the mail. The survey instrument and cover letter are appended. (GFW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Office of Planning and Research

William Rainey Harper College

Student Characteristics As Compared To the Community Profile, Fall, 1988

Volume XVIII, No. 4
November 15, 1989

Toni Flaherty, Research Analyst
Office of Planning and Research

ED328298

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

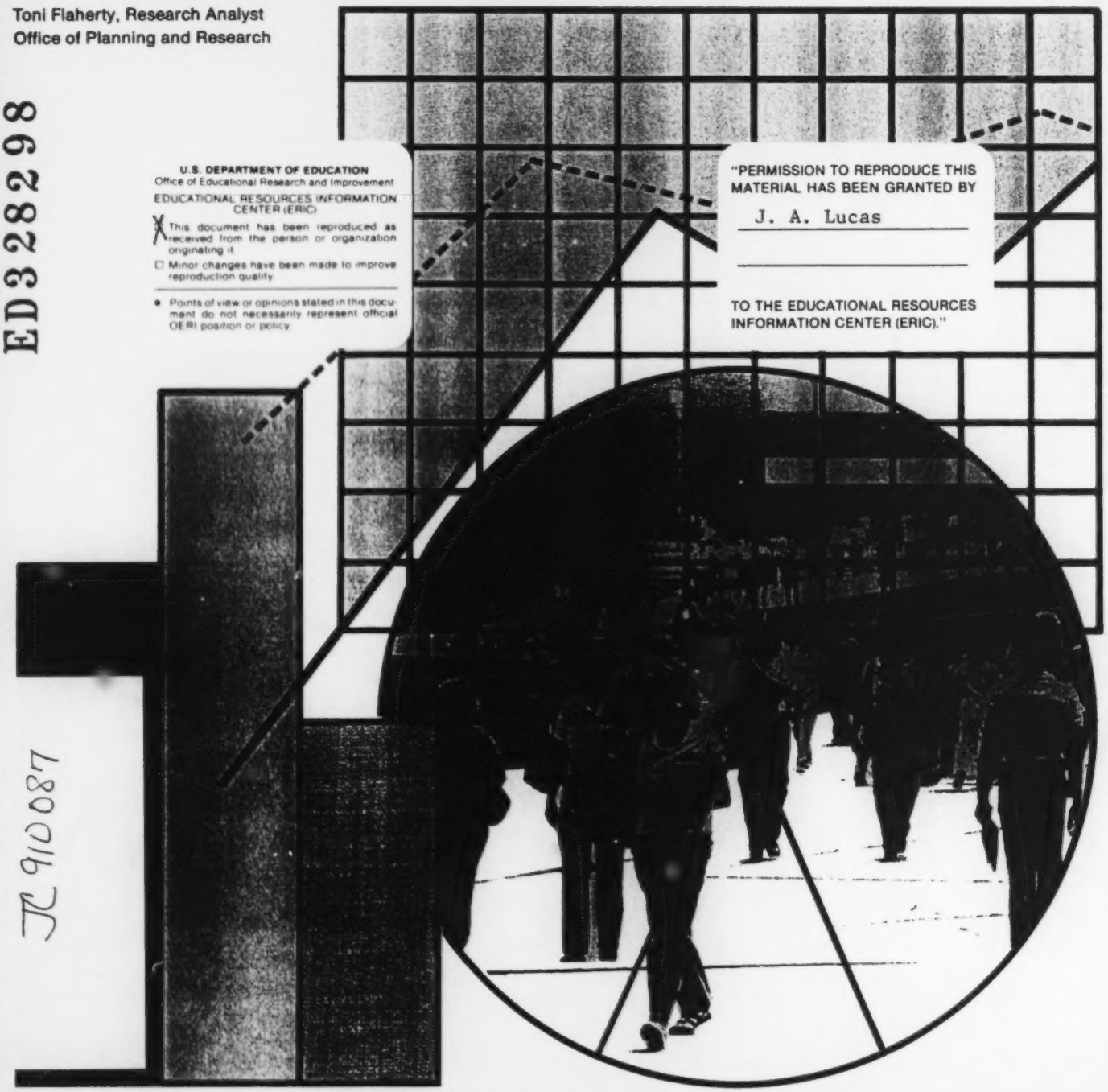
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. A. Lucas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



JC 910087

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1988 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES. THE PROFILE CONTAINS SOME DATA WHICH IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION, THIS REPORT ANALYZES HARPER'S MARKET OUTREACH. RANDOM SAMPLES OF 500 DEGREE CREDIT STUDENTS (3.6% OF THE TOTAL CREDIT STUDENT POPULATION) AND 300 NON-DEGREE CREDIT STUDENTS (3% OF THE TOTAL NON-DEGREE CREDIT POPULATION) WERE SURVEYED BY MAIL.

RESPONSE RATES OF 74 PERCENT FOR DEGREE CREDIT AND 81 PERCENT FOR NON-DEGREE CREDIT STUDENTS WERE OBTAINED. AUTOMATED STUDENT DATA WAS GATHERED ALONG WITH COMMUNITY DEMOGRAPHIC DATA.

AN ANALYSIS OF THIS DATA LED TO THE FOLLOWING CONCLUSIONS: MOST OF THE DEMOGRAPHIC FACTORS CONTINUE TO REMAIN FAIRLY CONSTANT THROUGH THE YEARS. THE ENROLLMENT OF DEGREE CREDIT STUDENTS INCREASED BY 2 PERCENT IN 1988 AND FOR NON-DEGREE CREDIT STUDENTS, ENROLLMENT INCREASED BY 2.6 PERCENT. WHILE THESE ENROLLMENT RATES ARE THE HIGHEST SINCE 1983, THE PERCENT OF POPULATION ENROLLED CONTINUES TO DECREASE. HOWEVER, THE PERCENT OF BOTH DEGREE CREDIT AND NON-DEGREE CREDIT STUDENTS ENROLLED FROM THE BARRINGTON AREA INCREASED SIGNIFICANTLY IN 1988. MOST OF THE FACTORS CONCERNING STUDENTS DID NOT CHANGE MUCH WHEN COMPARED TO 1987. THE NUMBER OF STUDENTS WHO WILL CONTINUE TO USE HARPER FOR PERSONAL DEVELOPMENT AFTER THEY LEAVE CONTINUES TO INCREASE FOR BOTH DEGREE CREDIT STUDENTS AND NON-DEGREE CREDIT STUDENTS. ALSO, AN INCREASING NUMBER OF BOTH GROUPS OF STUDENTS ARE TAKING COURSES AT HARPER FOR GENERAL INTEREST, WHILE THE NUMBER OF STUDENTS ENROLLING IN SPECIFIC PROGRAMS DECREASED. THE NUMBER OF STUDENTS USING CAR POOLS OR PUBLIC TRANSPORTATION AS A MEANS OF GETTING TO HARPER CONTINUES TO BE VERY LOW. INTEREST IN THESE FORMS OF TRANSPORTATION ALSO CONTINUES TO BE VERY LOW.

THE PRESENCE OF THE CAMPUS, THE INFLUENCE OF FRIENDS AND RELATIVES AND THE SEMESTER SCHEDULE CONTINUE TO BE THE MAJOR FACTORS IN FIRST GETTING RESIDENTS' ATTENTION. THE MAJOR FACTORS WHICH ACTUALLY ATTRACT STUDENTS TO ENROLL AT HARPER CONTINUE TO BE FRIENDS AND RELATIVES, CONVENIENCE AND THE AVAILABILITY OF SPECIFIC PROGRAMS AND OFFERINGS. DIRECT MAILINGS TO RESIDENTS' HOMES ONCE AGAIN PROVE TO BE MUCH MORE IMPORTANT FOR ATTRACTING NON-DEGREE CREDIT STUDENTS THAN DEGREE CREDIT STUDENTS.

TABLE OF CONTENTS

		Page
I.	Purpose	1
II.	Population Surveyed	1
III.	Method Used	1
IV.	Discussion of Results	2-4
V.	Major Conclusions	4
VI.	Detailed Results	
	A. Comparison of Respondents with Sample and Population	5
	B. Geographic Location of Students - Degree Credit	6
	C. Geographic Location of Students - Non-Degree Credit	7
	D. Degree to Which Various Segments of District Population Enrolled at Harper - Degree Credit - Males/Females	8
	E. Degree to Which Various Segments of District Population Enrolled at Harper - Non-Degree Credit - M/F	9
	F. Class Load	10
	G. When Students are Enrolled	10
	H. Where Students are Enrolled	10
	I. Male/Female Trends	10
	J. Marital Status of Students	10
	K. Age of Students	11
	L. Children of Students	11
	M. Present Full-Time Occupation	11
	N. Financial Independence from Parents	12
	O. Income of Students Who are Independent of Parents	12
	P. Income of Parents of Dependent Students	13
	Q. Primary Ethnic Background	13
	R. Language Used Most at Home	14
	S. Length of Time Planned to Stay at Harper as Student	14
	T. Plans for a Major Field	15
	U. Highest Degree Planned	15
	V. Highest Educational Level Attained Prior to Attending Harper College	15
	W. How Student First Heard About Harper	16
	X. What or Who Most Convinced Student to Attend Harper	17
	Y. Sources from Which Greatest Help was Received in Obtaining Needed Information at Harper	18
	Z. What Students Plan to do When They Leave Harper	18
	AA. Principle Purpose in Enrolling at Harper	19
	BB. Means of Transportation to Harper College	19
	CC. Preference for Public Transportation or Car Pool	19
	DD. Sources of Financing Education at Harper College	20
VII.	APPENDIX -- Cover Letter with Survey Instrument	

PURPOSE

The purpose of this study was to provide a fall 1988 student profile for general information purposes. This profile contains some data which is not available on the automated student data file. In addition, this study compares student data with community demographic data including actual 1980 census data and allows an analysis of the percentage of various subgroups of the community reached by Harper. This study is part of the institution's outreach efforts to study Harper students and to use the data to help the institution better serve the needs of these groups.

POPULATION SURVEYED

Among the degree credit students a random sample of 500 students was chosen representing 3.6 percent of the total of 13,883 degree credit students enrolled in the fall of 1988. Similarly, a random sample of 300 non-degree credit students was selected which represents 3.0 percent of this non-degree credit population of 10,016 students. Responses were received from 379 of the 500 degree credit students for a return rate of 74 percent. Likewise, 242 of the 300 non-degree credit students answered the survey for an 81 percent response rate.

	Degree Credit Students		Non-Degree Credit Students	
	Number	Response Percent	Number	Response Percent
Mail Responses	309	61.8	181	60.4
Telephone Responses	70	14.0	61	20.3
Total Responses	379	75.8	242	80.7
Refused to Answer	8	1.6	20	6.6
Non-forwardable	12	2.4	2	.7
Could not reach by telephone	101	20.2	36	12.0
Total Non-responses	121	24.2	58	19.3
Total Sample	500	100.0	300	100.0

In looking at data from respondents, non-respondents and the whole Harper population, it should be noted that full-time students are under represented in the degree credit sample and minorities are under represented in both samples.

METHOD USED

The instrument shown in the appendix is somewhat similar to the one developed for the 1974 survey and used in subsequent surveys. This survey was mailed to the previously described sample with a pre-addressed, stamped, return envelope. After three weeks, those who did not respond were sent a second survey. After another three weeks, some of the information was gathered over the telephone from those who still had not responded. Some information was gathered from Harper's student data system and still other data was obtained from the actual 1980 census data for the Harper District.

DISCUSSION OF RESULTS

In examining the demographic patterns among students, it appears that since the late '70s the proportion of males has remained fairly constant below the 50 percent mark. Among non-degree credit students, 39 percent are males, and this is the highest percent of males since 1982. Considering educational backgrounds students bring to Harper, about 43 percent of the degree credit students have some college and 11 percent already have a bachelor's degree. Among non-degree credit students, 77 percent have had some college while 50 percent have a bachelor's degree. This continues to be much higher than the general population of the district where 26 percent have a bachelor's degree. The average age of degree credit students has remained fairly stable over the last ten years at about 27 years of age while the average age of non-degree credit students is 39, slightly higher than 1986 and 1987. Among non-degree credit students, 33 percent are single which is similar to previous years.

Of keen interest to those involved with outreach efforts of Harper College is the distribution of student residences. Overall, almost 2.5 percent of the district population was enrolled in degree credit programs at Harper during the fall of 1988. This percentage has been fairly stable since 1985. Interestingly, the Barrington area had the highest enrollment rate with about 3.7 percent enrolled. Schaumburg and Palatine Townships had 3.2 percent and 2.7 percent enrolled. In past studies, Schaumburg and Palatine Townships consistently had the highest enrollment rates. Wheeling and Elk Grove Townships had only 1.9 percent of the population enrolled.

With regard to continuing education offerings, Harper enrolled about 1.7 percent of the district population. Barrington continues to provide the highest percentage of its population attending Harper at 3.8 percent which is over 1.5 percent higher than previous studies. Palatine Township had 2.1 percent attending while Schaumburg Township had 1.6 percent attending. Elk Grove and Wheeling Townships had 1.5 and 1.0 percent, respectively, of their population attending non-degree credit programs at Harper.

The proportions of students enrolling was 47 percent day and 52 percent evening for degree credit students and 29 percent day and 69 percent evening for non-degree credit students. Only .5 percent of the degree credit students and 2 percent of the non-degree credit students are enrolled on the weekend. Weekend enrollment has been declining since 1986, although a goal of the institution continues to be to increase this weekend enrollment. Over 4 percent of the degree credit students and 30 percent of the non-degree credit students are enrolled off campus. Another goal of the institution is to increase off-campus enrollment especially at in-plant locations.

When asked about their employment status 68 percent of the degree credit students indicated they were employed full time while 5 percent said they were homemakers. This latter statistic had decreased slightly from the previous study. Responses to the question also showed 29 percent were employed full time on semiprofessional jobs, and 10 percent on semiskilled jobs. Five percent of the degree credit students were employed full time in executive management positions. Among non-degree credit students, 88 percent were employed full time with 23 percent in semiprofessional jobs, 26 percent in professional jobs and 16 percent in executive managerial positions. The average income of degree credit students employed full time, who are independent of parents, was $24,500, a 10 percent decrease from the 1987 average but in line with studies previous to 1987. Non-degree credit students employed full time earned an average salary of $47,000, up almost 6 percent from the previous year. These average salaries compared to $50,600 as the average family income in the northwest suburbs as surveyed by the Daily Herald in 1986.

DISCUSSION OF RESULTS (continued)

Students were once again asked to reveal their source of funds for financing their education at Harper. For degree credit students, 48 percent of the cost was funded by the student's money, 20 percent by parent's funds, 19 percent by employer contributions, and 9 percent by a spouse. Two percent came from scholarships and 2 percent from V.A. funds and loans. Among non-degree credit students, 71 percent of the cost was funded by the students themselves, 15 percent by employer contributions, 10 percent by a spouse, and 4 percent by parents. These percentages have been fairly consistent over the years.

In discussing their plans for the future when they leave Harper, almost 42 percent of the degree credit students plan to transfer while 15 percent plan to get a full-time job and 12 percent will continue on the same job. Almost 17 percent will continue to use Harper for personal development, the highest this figure has ever been (a 6% increase from 1987). Over two-thirds of the non-degree credit students will continue on the same job and over 40 percent will continue to use Harper for personal development. Less than one-tenth of the non-degree credit students plan to change their lives by getting either a better job or a promotion, by transferring to another college, by becoming employed full time when they are not so employed, or by becoming self-employed. Some 18 percent of the degree credit students said they plan to stay more than three years, slightly up from last year's percentage. For non-degree credit students, 22 percent plan to stay more than three years which is a slight decrease from last year's percentage.

The two primary means by which degree credit students first hear about Harper continue to be the physical presence of the campus (31%) and parents, friends or relatives (26%). The percentage hearing about Harper for the first time through the semester schedule received in the mail was 6 percent. This percentage continues to be low which is good in that prospective students have already heard about Harper when they receive the schedule. Among continuing education students, the primary means by which they first learn of Harper continue to be the physical presence of the campus (33%), friends and relatives (19%), the semester schedule received in the mail (15%) and newspaper articles or advertising (8%).

When asked what most convinced them to attend Harper, degree credit students gave as the principal factors convenience (21%), followed closely by friends and relatives (19%). These two factors continue to be the most cited as in previous years; however the percentage of students attending Harper because it is convenient fluctuates significantly from year to year. Other important factors for attending Harper are the fact that they could enroll in a specific program (12%), low cost (10%), and to broaden knowledge base (9%). Among non-degree credit students, the major reasons which convinced them to attend Harper were availability of specific programs (22%), friends or relatives (18%), convenience (18%), to broaden knowledge base (12%) and semester schedule received in the mail (10%). Low cost is not a major factor with non-degree credit students and was cited by only 2 percent.

The greatest sources of information about Harper for degree credit students continue to be the College catalog (39%), the College semester schedule (29%), brochures or letters received in the mail (26%), counselors at Harper (23%), the faculty (21%), and other students (17%). Over 17 percent found the information they needed on their own. Among non-degree credit students the four greatest sources of information about Harper were the brochures and letters received in the mail (34%), the College semester schedule (31%), newspaper releases (22%), and the College catalog or handbook (15%). Only 3 percent of the degree credit students and 2 percent of the non-degree credit students said they did not receive enough information.

DISCUSSION OF RESULTS (continued)

Only 3 percent of the degree credit students and 5 percent of the non-degree credit students do not drive themselves to the campus. Among degree credit students, less than 1 percent car pool, 1 percent ride with someone else and less than 1 percent ride a bus. About 3 percent of the non-degree credit students ride with someone else. Less than 1 percent take the bus. Only 9 percent of degree credit students and 6 percent of non-degree credit students indicated an interest in bus service. This percentage remains fairly constant when compared to previous studies. Interest in car pooling also continues to be low as only 3 percent of both degree credit and non-degree credit students are interested.

MAJOR CONCLUSIONS

Most of the demographic factors continue to remain fairly constant through the years. The enrollment of degree credit students increased by 2 percent in 1988 and for non-degree credit students, enrollment increased by 2.6 percent. While these enrollment rates are the highest since 1983, the percent of population enrolled continues to decrease. However, the percent of both degree credit and non-degree credit students enrolled from the Barrington area increased significantly in 1988. Most of the factors concerning students did not change much when compared to 1987. The number of students who will continue to use Harper for personal development after they leave continues to increase for both degree credit students and non-degree credit students. Also, an increasing number of both groups of students are taking courses at Harper for general interest, while the number of students enrolling in specific programs decreased. The number of students using car pools or public transportation as a means of getting to Harper continues to be very low. Interest in these forms of transportation also continues to be very low.

The presence of the campus, the influence of friends and relatives and the semester schedule continue to be the major factors in first getting residents' attention. The major factors which actually attract students to enroll at Harper continue to be friends and relatives, convenience and the availability of specific programs and offerings. Direct mailings to residents' homes once again prove to be much more important for attracting non-degree credit students than degree credit students.

COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION

Degree Credit

	Total Sample				Total Student Population			
	1985	1986	1987	1988	1985	1986	1987	1988
Male	43.0	35.0	23.8	43.2	44.3	43.1	43.2	42.1
Female	57.0	65.0	76.2	56.8	55.7	56.9	56.8	57.9
Under 21	36.3	34.6	33.1	34.1	37.3	36.1	36.3	37.7
21 and Over	63.7	65.4	66.9	65.9	61.7	63.9	63.7	62.3
Full Time	22.6	26.4	24.0	27.2	29.7	29.9	31.1	32.1
Part Time	77.4	73.6	76.0	72.8	70.3	70.1	68.9	67.9
Day	43.6	35.2	41.0	38.0	64.8*	64.7*	65.0*	64.9*
Evening	40.6	45.0	42.5	46.8	35.2*	35.3*	35.0%	35.1*
Combined	15.6	17.8	14.4	15.0				
Weekend	.1	2.0	2.1	.2				

Non-Degree Credit

	Total Sample				Total Student Population			
	1985	1986	1987	1988	1985	1986	1987	1988
Male	34.7	26.3	34.0	38.3	31.4	31.4	30.0	39.2
Female	65.3	73.7	66.0	61.7	68.6	68.6	70.0	60.8
Under 21	6.5	6.4	6.3	6.5				9.6
21 and Over	93.5	93.6	93.7	93.5				90.4
Full Time	.7	0	.3	0				0
Part Time	99.3	100.0	99.7	100.0				100.0
Day	22.1	18.0	21.7	25.7	37.5*	38.3*	42.8*	36.4*
Evening	71.0	64.7	61.7	65.7	62.5*	61.7*	57.2*	63.6*
Combined	3.1	8.0	10.0	6.7				
Weekend	3.8	9.3	6.6	2.0				

*Percent of Student Credit Hours

GEOGRAPHIC LOCATION OF STUDENTS

Degree Credit

Location	1985 PCT of Population Enrolled at Harper	1986 PCT of Population Enrolled at Harper	1987 PCT of Population Enrolled at Harper	1988 Harper Students	1988 Population	1988 PCT of Population Enrolled at Harper
Schaumburg	3.23	3.19	3.33	3,912	122,016	3.21
Palatine Township	3.34	2.94	3.13	2,738	100,195	2.73
Barrington Unit School District	2.18	2.60	2.29	981	26,536	3.70
Wheeling Township	2.36	2.43	2.03	2,701	148,740	1.82
Elk Grove Township	1.86	1.86	1.98	1,781	92,911	1.92
Total District	2.61	2.61	2.56	12,113	490,398	2.47
Number Out-of-District	1,266	1,516	1,637	1,770		
Percent Out-of-District	9.4	11.2	12.1	12.7		
Villages						
Palatine	5.15	5.19	5.11	2,027	37,000	5.48
Hoffman Estates	3.12	3.13	3.18	1,555	44,761	3.47
Schaumburg	2.76	2.80	3.03	2,550	64,042	3.98
Rolling Meadows	2.94	2.76	2.82	782	22,861	3.42
Hanover Park*	2.59	3.18	2.60	426	11,066	3.85
Elk Grove Village	2.92	2.80	2.57	889	32,476	2.73
Des Plaines*	3.24	2.32	2.45	324	12,183	2.66
Arlington Heights	2.77	2.52	2.31	2,096	68,266	3.07
Buffalo Grove*	2.51	2.02	2.11	338	18,836	1.79
Prospect Heights	2.20	2.26	2.04	273	13,626	2.00
Mount Prospect	2.79	2.07	2.00	1,134	52,634	2.15
Wheeling	1.93	2.03	1.80	541	26,300	2.06

*Only portion which is in-district

GEOGRAPHIC LOCATION OF STUDENTS
Non-Degree Credit

Location	1985 Percent of Population Enrolled at Harper	1986 Percent of Population Enrolled at Harper	1987 Percent of Population Enrolled at Harper	1988 Harper Students	1988 Population	1988 Percent of Population Enrolled at Harper
Barrington Unit School District	1.17	2.14	2.27	1,022	26,536	3.85
Palatine Township	2.36	1.90	2.01	2,100	100,195	2.10
Schaumburg Township	1.99	1.83	1.77	1,897	122,016	1.55
Elk Grove Village Township	1.51	1.33	1.47	948	92,911	1.02
Wheeling Township	1.22	1.37	1.[illegible]	2,200	148,740	1.48
Total District	1.72	1.63	1.70	8,177	490,398	1.67
No. Out-of-District	1,397	1,487	1,624	1,839		
PCT Out-of-District	15.1	16.5	17.1	18.4		
Villages						
Palatine	3.72	3.48	3.72	1,647	37,000	4.45
Schaumburg	2.43	1.67	1.91	1,528	64,042	2.39
Rolling Meadows	2.01	2.04	1.90	494	22,861	2.16
Arlington Heights	1.43	1.53	1.77	1,479	68,266	2.17
Hoffman Estates	1.90	1.62	1.63	734	44,761	1.64
Elk Grove Village	1.38	1.21	1.51	423	32,476	1.30
Wheeling	1.44	1.47	1.49	390	26,300	1.48
Prospects Heights	1.98	1.54	1.22	241	13,626	1.77
Mount Prospect	1.56	1.27	1.19	774	52,634	1.47
Des Plaines*	1.15	.80	1.07	104	12,183	.85
Buffalo Grove*	1.04	1.24	.87	234	18,836	1.24
Hanover Park*	.74	.59	.65	114	11,066	1.03

*Only portion which is in-district

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Degree Credit Enrollment - Males

Age	Fall Enrollment			Population*			Percent Enrolled		
	1986	1987	1988	1986	1987	1988	1986	1987	1988
17 or Below	206	0	24	3,658	3,788	3,532	5.63	0	.68
18	706	1,084	588	3,557	3,627	3,756	19.85	29.89	15.65
19	714	296	828	3,295	3,251	3,315	21.67	9.10	24.98
20-21	969	1,330	959	7,562	7,392	7,062	12.81	17.99	13.58
22-25	1,090	986	1,007	15,215	15,440	14,458	7.16	6.39	6.97
26-35	1,570	1,528	1,487	38,507	39,077	43,497	4.08	3.91	3.42
36-45	372	443	792	32,315	32,793	37,099	1.15	1.35	2.13
46-55	155	99	228	23,578	23,927	27,522	.66	.41	.83
Over 55	42	98	84	41,559	42,174	44,315	.10	.23	.19
	5,824	5,864	5,960	169,246	171,469	184,556	3.44	3.42	3.25
Average Age	26.0	26.0	27.3						

Degree Credit Enrollment - Females

17 or Below	276	40	31	3,427	3,549	3,309	8.05	1.13	.94
18	908	1,273	773	3,392	3,458	3,581	26.77	36.81	21.59
19	895	566	1,088	3,749	3,698	3,770	23.87	15.31	28.86
20-21	1,030	990	1,262	7,422	7,255	6,931	13.88	13.65	18.21
22-25	1,137	1,172	1,325	15,894	16,129	15,104	7.15	7.27	8.77
26-35	1,642	1,798	1,956	39,929	40,520	45,103	4.11	4.44	4.34
36-45	1,297	1,313	1,041	32,867	33,354	37,733	3.94	3.94	2.76
46-55	364	445	300	22,938	23,277	26,775	1.59	1.91	1.12
Over 55	148	81	110	50,910	51,664	54,287	.29	.16	.20
	7,697	7,678	7,886	180,528	182,904	196,593	4.26	4.20	4.01
Average Age	28.6	28.7	27.4						

*Population by age is taken from 1980 census and projected by NIPC.

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Non-Degree Credit Enrollment - Male

	Fall Enrollment			Population			Percent Enrolled		
	1986	1987	1988	1986	1987	1988	1986	1987	1988
19 and Below	103	148	207	10,510	10,666	10,603	.98	1.39	1.95
20-21	104	30	78	7,562	7,392	7,062	1.38	.41	1.10
22-25	448	118	526	15,215	15,440	14,458	2.94	.76	3.64
26-35	896	1,095	917	38,507	39,077	43,497	2.33	2.80	2.11
36-45	551	563	891	32,315	32,793	37,099	1.71	1.72	2.40
46-55	310	385	656	23,578	23,927	27,522	1.31	1.50	2.38
Over 55	310	503	561	41,559	42,174	44,315	.75	1.19	1.27
	2,722	2,842	3,836	169,246	171,469	184,556	1.61	1.66	2.08
Average Age	36.8	39.6	38.6						

Non-Degree Credit Enrollment - Female

19 and Below	357	248	335	10,568	10,705	10,660	3.38	2.32	3.14
20-21	138	213	124	7,422	7,255	6,931	1.86	2.94	1.80
22-25	825	922	847	15,894	16,129	15,104	5.19	5.72	5.61
26-35	1,677	2,091	1,478	39,929	40,520	45,103	4.20	5.16	3.28
36-45	1,320	1,702	1,434	32,867	33,354	37,733	4.02	5.10	3.80
46-55	797	851	1,058	22,938	23,277	26,775	3.47	3.66	3.95
Over 55	825	638	904	50,910	51,664	54,287	1.62	1.23	1.66
	5,939	6,665	6,180	180,528	182,904	196,593	3.29	3.64	3.14
Average Age	37.9	37.1	38.6						

*Population by age is taken from 1980 census and projected by NIPC.

	Degree Credit			Non-Degree Credit		
	1986 PCT	1987 PCT	1988 PCT	1986 PCT	1987 PCT	1988 PCT
Class Load						
Full Time	26.4	24.0	27.2	0	.3	0
Part Time	73.6	76.0	72.8	100.0	99.7	100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	500	500	500	300	300	300
When Students are Enrolled						
Day Only	35.2	41.0	38.0	18.0	21.7	25.7
Evening Only	45.0	42.5	46.8	64.7	61.7	65.7
Weekends Only	2.0	2.1	.2	9.3	6.6	2.0
Mixture of Times	17.8	14.4	15.0	8.0	10.0	6.7
Portion of Class Hours In Day	47.2	49.3	47.4	21.9	25.6	28.6
Portion of Class Hours In Evening	50.3	49.0	52.1	67.8	65.7	69.4
Portion of Class Hours On Weekend	2.5	1.7	.5	10.3	8.7	2.0
Number Responding	500	500	500	300	300	300
Where Students are Enrolled						
Main Campus	95.7	93.8	95.6	71.1	71.0	69.7
Barrington High School	.1	.2	.6	3.9	5.7	6.0
Schaumburg High School	.9	.5	.2	.2	.3	.6
Northeast Center	1.4	3.9	2.6	18.3	21.1	21.7
Other Locations	1.9	1.6	1.0	6.5	1.9	2.0
Enrolled at Main Campus Only	94.2	92.4	93.2	68.7	69.0	68.3
Enrolled at One Location Only - Other than Main Campus	3.6	5.1	3.2	26.0	26.2	29.4
Enrolled at More Than One Location	2.2	2.5	3.6	5.3	4.8	2.3
Number Responding	500	500	500	300	300	300
DEMOGRAPHIC FACTORS OF STUDENTS						
Sex						
Male	35.0	23.8	43.2	26.3	34.0	38.3
Female	65.0	76.2	56.8	73.7	66.0	61.7
Number Responding	500	500	500	300	300	300
Marital Status						
Single	65.6	58.5	58.7	35.4	31.1	32.7
Married	29.9	34.5	32.4	55.0	54.8	54.4
Divorced or Separated	4.0	6.5	7.8	7.1	9.7	10.5
Widow or Widower	.5	.5	1.1	2.5	4.4	2.4
Number Responding	421	383	373	240	228	300

Age	Degree Credit 1986	1987	1988	Non-Degree Credit 1986	1987	1988
Below 16	0	0	0	2.7	1.8	4.8
16	0	0	0	1.7	.4	0
17	0	.4	.4	.3	1.4	0
18	12.2	17.1	9.8	0	.4	.3
19	9.8	6.8	13.8	.7	.4	.3
20	12.6	8.8	10.0	1.0	2.1	1.0
21	6.6	6.4	6.0	1.7	.4	1.0
22 - 25	15.6	15.7	16.8	14.6	10.5	13.7
26 - 30	12.8	13.8	14.4	18.3	19.3	12.3
31 - 35	8.2	10.2	10.0	11.2	14.4	11.6
36 - 45	16.2	14.8	13.2	13.6	23.6	23.2
46 - 55	4.2	4.8	3.8	8.1	13.0	17.1
56 - 65	1.2	1.2	1.0	12.9	8.8	8.5
Over 65	.6	0	.2	8.1	3.5	6.1
Number Responding	500	499	499	295	284	293
Average Age	27.6	27.6	27.2	37.2	37.3	39.3
PCT Under 21 Years of Age	34.6	33.1	34.0	6.4	6.5	6.4
Children of Students						
Have no Children	64.8	60.3	65.0	41.8	42.4	38.3
Have Preschoolers at Home	6.8	7.8	7.1	7.9	9.4	10.4
Have School Age Children at Home	16.2	18.1	14.8	14.2	20.4	18.3
Have Post High School Youth at Home	6.6	8.3	5.7	13.5	8.6	10.0
Have Children Who Have Left Home	5.5	5.5	7.4	22.5	19.2	23.0
Number Responding	471	436	406	267	245	230
Present Full-Time Occupation						
Semiprofessional, Technical	28.4	25.9	29.4	31.0	24.5	23.1
Students not Employed Full Time	24.8	28.0	26.6	5.8	3.9	3.3
Semiskilled	9.5	8.9	10.0	6.7	6.1	4.4
Professional	7.4	5.3	7.0	17.9	17.2	26.3
Supervisor or Public Official	3.3	4.1	5.3	3.7	5.2	5.3
Homemaker and Student	9.5	9.4	5.2	12.1	10.5	8.8
Managerial or Executive	5.2	6.5	5.1	10.2	18.9	15.6
Sales Professional	5.0	2.8	3.7	6.7	6.1	7.7
Skilled Trade	2.8	3.5	3.2	2.5	1.8	1.8
Unskilled	3.5	3.5	2.9	1.3	2.2	1.1
Small Business Owner	.6	1.0	1.6	2.1	3.6	2.6
Number Responding	431	398	374	240	229	227

Financial Independence From Parents	Degree Credit 1986	1987	1988	Non-Degree Credit 1986	1987	1988
Not Independent -Live with Parents	33.5	33.8	33.1	5.9	6.6	5.3
Independent -Live with Parents	15.7	10.2	12.8	8.0	3.6	6.8
Independent -Live away from Parents	50.8	56.0	54.1	86.0	89.8	87.8
Number Responding	433	384	368	237	226	206

Income of Students Who Are Independent of Parents

	PCT. 1986	PCT. 1987	PCT. 1988	PCT. 1986	PCT. 1987	PCT. 1988
Less than $5,000	24.3	23.6	21.2	4.1	5.8	2.6
$ 5,000 to $ 7,499	7.1	6.9	7.4	1.5	1.6	.5
$ 7,500 to $ 9,999	4.7	4.6	4.3	1.0	1.0	.5
$ 10,000 to $ 11,999	5.0	3.7	4.9	3.1	2.6	1.0
$ 12,000 to $ 14,999	9.1	5.2	4.0	5.1	3.7	2.6
$ 15,000 to $ 19,999	7.8	4.9	11.1	11.7	5.2	6.7
$ 20,000 to $ 24,999	6.0	7.5	7.7	10.7	8.4	8.8
$ 25,000 to $ 29,999	5.8	8.0	11.1	13.8	9.9	9.3
$ 30,000 to $ 34,999	4.2	5.5	4.0	7.6	8.9	9.3
$ 35,000 to $ 39,999	6.8	4.9	6.0	5.1	7.9	9.3
$ 40,000 to $ 49,999	7.8	11.5	8.3	12.8	12.0	16.6
$ 50,000 to $ 59,999	5.5	5.7	3.7	9.7	9.4	10.4
$ 60,000 to $ 69,999	2.3	2.6	1.7	5.1	7.9	5.7
$ 70,000 to $ 79,999	1.6	1.4	1.7	2.0	5.2	5.2
$ 80,000 to $100,000	1.0	1.7	1.7	2.6	3.7	4.7
$100,000 to $150,000	1.0	2.3	.6	4.1	6.8	4.7
Over $150,000	--	--	.6	--	--	2.1
	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	383	348	350	196	191	193

	Degree Credit 1986	1987	1988	Non-Degree Credit 1986	1987	1988
Median Income	$15,000	$20,865	$18,780	$29,719	$37,000	$39,584
Mean Income	$23,603	$27,280	$24,523	$38,578	$44,447	$47,005
Percent Over $25,000	36.0	43.6	39.4	62.8	71.7	77.3

Income of Parents of Dependent Students	1984	1985	1986	1987	1988
Less than $5,000	1.8	2.1	0	3.8	3.9
$ 5,000 to $ 8,999	0	0	0	0	2.6
$ 9,000 to $ 12,999	0	4.2	1.9	1.9	2.6
$ 13,000 to $ 16,999	3.6	8.3	7.5	1.9	2.6
$ 17,000 to $ 20,999	3.6	0	1.9	7.7	1.3
$ 21,000 to $ 24,999	9.1	4.2	3.8	0	3.9
$ 25,000 to $ 29,999	16.4	6.3	3.8	5.8	1.3
$ 30,000 to $ 34,999	12.7	10.4	9.4	5.8	11.6
$ 35,000 to $ 39,999	10.9	8.3	5.6	17.3	7.8
$ 40,000 to $ 49,999	16.4	29.2	20.7	9.6	22.1
$ 50,000 to $ 59,999	7.3	6.2	13.2	13.5	13.0
$ 60,000 to $ 69,999	7.3	8.3	11.3	5.8	6.5
$ 70,000 to $ 79,999	7.3	8.3	5.7	1.9	3.9
$ 80,000 to $100,000	3.6	2.1	5.7	11.6	10.4
$100,000 to $150,000	0	0	5.7	9.6	3.9
Over $150,000	0	2.1	3.8	3.8	2.6
	100.0	100.0	100.0	100.0	100.0
Number Responding	55	48	53	52	77
Median Income	$36,250	$41,786	$48,179	$46,999	$45,879
Mean Income	$40,927	$44,708	$54,830	$57,202	$51,610
Percent Over $25,000	81.8%	81.3%	84.9%	78.9%	83.1%

Community Data 1979 --- Median Family Income --- $30,900
Percent of Families over $25,000 --- 67.5%
DAILY HERALD Data 1986 --- Median Income --- $50,621

	Degree Credit			Non-Degree Credit		
Primary Ethnic Background	1986	1987	1988	1986	1987	1988
White Caucasian	96.2	94.0	84.9	98.7	95.0	89.4
Latino, Mexican American	1.4	1.3	1.1	0	1.4	0
Asian American	1.7	2.1	5.6	.9	1.4	3.2
Black American	.2	1.5	1.7	0	1.4	.5
Native American	0	.3	3.6	0	.4	5.1
Foreign Students (F/J Visa)	0	.5	.6	.4	.4	0
Other Amer. Ethnic Minority	.5	.3	2.5	0	0	1.8
Number Responding	421	388	359	228	220	217

Language Used Most at Home	Degree Credit 1986	1987	1988	Non-Degree Credit 1986	1987	1988
English	97.7	97.7	92.1	99.6	98.9	97.2
Spanish	.6	.4	1.2	0	.7	.5
Korean	.2	0	.8	0	.4	.9
Polish	.5	.2	.5	0	0	0
German	.2	0	.4	0	0	0
Italian	0	0	.3	0	0	0
Hindu	0	.3	1.5	0	0	0
Arabic	0	.1	0	0	0	0
Greek	.2	0	.3	0	0	0
Vietnamese, Thai, Cambodian, Laotian	0	0	0	0	0	0
Filipino	.2	.2	0	0	0	0
Japanese	.2	.2	.5	0	0	.5
Chinese	0	.2	.9	.4	0	.7
Pakistani/Urdu	0	.1	.5	0	0	0
Dutch	0	0	0	0	0	0
Hebrew	.2	0	0	0	0	0
Scandinavian	0	.6	0	0	0	.2
Portugese	0	0	.3	0	0	0
Russian	0	0	.5	0	0	0
Estonian	0	0	.2	0	0	0

Length of Time Planned to Stay at Harper as Student						
More than 3 years	19.8	17.2	17.6	23.7	26.7	22.1
Three years	11.5	10.8	13.3	2.6	4.2	5.5
Two years	31.3	31.2	25.8	8.4	15.7	6.6
One year	19.8	19.5	18.4	9.5	10.0	8.9
Just this semester	17.6	21.0	24.9	34.7	40.3	56.9
Occasionally	0	.3	0	1.1	2.1	0
Average Number of Semesters	4.1	3.7	3.8	3.2	3.5	3.1
Number Responding	409	374	369	190	191	181

Plans for a Major Field	Degree Credit 1986	1987	1988	Non-Degree Credit 1986	1987	1988
Have had no major field change since attending Harper	50.7	53.5	48.2	21.1	24.5	19.8
Have changed major field or plan to change major field of study	19.7	16.8	18.5	4.8	9.7	6.4
Do not need major field of study	12.2	11.6	15.0	55.6	49.0	59.1
Searching for a field	12.0	10.9	13.0	8.2	5.0	5.6
Bachelor's degree student entering a new field	5.2	4.9	4.2	9.7	11.3	9.1
Transfer students entering a new field	.2	2.3	1.1	.5	.5	0
Number Responding	417	387	368	196	198	187
Highest Degree Planned						
Certificate	0	0	0	--	--	--
No degree or certificate	16.7	17.0	16.4	55.5	51.7	60.5
Associate Degree	27.1	28.0	26.9	10.0	10.8	8.5
Bachelor's Degree	41.4	39.1	35.6	15.9	18.2	10.8
Master's Degree	11.5	13.9	18.4	15.0	17.3	16.0
Ph.D, Ed.D, L.L.D., M.D.	3.3	2.0	2.7	3.6	2.0	4.2
Number Responding	425	389	365	220	203	212
Highest Educational Level Attained Prior to Attending Harper						
Not a high school graduate	1.2	1.0	.5	3.0	2.7	3.6
High school graduate	56.2	51.9	52.9	23.7	22.1	18.9
GED equivalency diploma	2.3	1.3	3.2	.9	1.3	.9
Technical or business school graduate	2.3	2.8	3.7	3.0	3.1	1.8
Some college	22.0	26.6	22.5	22.4	19.2	18.4
Associate degree	2.1	3.8	3.5	2.6	1.8	5.0
Some hours beyond associate degree	1.2	1.8	2.4	3.0	3.1	1.4
Three years nursing degree	.9	0	.3	2.6	.9	.9
Bachelor's degree	11.1	8.8	10.2	28.5	32.6	29.7
Master's degree or higher	.7	2.0	.8	10.3	13.2	19.4
Number Responding	431	395	374	232	224	218
Percentage Baccalaureate degree or higher	11.8	10.9	11.0	38.8	45.8	50.1
Percentage Baccalaureate degree or higher among only those 21 or older	18.0	14.8	16.0	40.2	47.9	50.1

ESTABLISHING A RELATIONSHIP WITH HARPER

How Student First Heard About Harper

	Degree Credit			Non-Degree Credit		
	1986	1987	1988	1986	1987	1988
Saw the Campus or live close to the campus	35.8	23.0	30.9	32.8	29.2	32.6
Parents, friends or relatives	26.8	31.3	25.7	14.1	18.3	18.8
Semester schedule received in the mail	6.2	7.9	6.1	16.2	15.9	14.8
Newspaper articles or advertising	1.3	2.7	3.8	10.3	10.1	7.7
Materials received in the mail from Harper	3.0	2.4	2.1	6.6	1.9	7.5
Employment near/at Harper	.7	1.4	1.3	1.7	1.6	4.4
Heard about it through work	2.1	4.1	3.6	6.1	5.6	3.8
Inquiries for special program	1.4	5.0	2.3	2.8	4.4	2.3
Cannot remember when first heard about Harper	6.4	6.2	10.5	3.5	5.9	1.8
High school counselor - teacher	6.6	5.3	6.3	1.4	2.2	1.6
Literature at high school	3.9	6.6	3.9	1.9	2.3	1.3
Senior Citizens Center	0	0	0	.1	0	1.0
From other colleges	1.3	1.7	2.0	0	.4	.9
Public Library	.2	.3	.3	0	0	.4
Referendum or tax bill	.2	0	.3	1.1	.4	.4
High school competition at Harper	--	--	0	--	--	.4
Talked to Harper counselor or faculty member	.6	.3	0	.6	1.1	.2
Real estate agent, mover, or Welcome Wagon	1.6	.7	0	.2	.7	.1
Visit by Harper representative to high school	1.0	0	.5	.1	0	0
Van or shopping center display	.4	0	0	.1	0	0
Harper area cooperative program	.3	.8	0	0	0	0
Scholarship opportunity	.2	0	.4	0	0	0
Harper open house	0	0	0	.1	0	0
Looked for community college when moved into area	--	--	0	0	0	0
Cultural arts programs at Harper	--	--	0	--	0	0

What or Who Most Convinced Student to Attend Harper

	Degree Credit			Non-Degree Credit		
	1986	1987	1988	1986	1987	1988
It is convenient to get to	21.6	13.8	21.1	13.3	13.1	17.8
Parents, friends or relatives	21.6	22.8	19.2	9.8	16.1	18.2
I could get specific program or course	10.1	16.3	11.8	23.9	22.2	21.6
It is so inexpensive	9.6	8.6	9.9	3.2	2.8	1.8
Broaden knowledge base	8.1	9.4	8.8	12.0	8.3	11.5
It is easy to transfer courses to a four-year college	2.3	3.9	4.7	1.4	.9	.4
No particular reason or my own personal motivation	8.4	6.2	4.4	6.1	2.5	1.8
Harper's reputation for excellence	1.9	2.6	4.0	1.1	.2	1.2
It is a good place to find direction in your life	2.8	1.4	3.5	.9	1.2	.9
Semester schedule received in the mail	3.0	2.7	2.4	9.7	14.5	9.6
Literature at work, employer, fellow employees, or professional association	2.9	3.0	1.7	7.8	5.5	3.9
High school counselor	1.3	1.3	1.1	0	.9	1.1
A visit to Harper's campus talking to faculty or counselors	.5	.6	.9	.4	1.2	1.4
Material received from Harper in the mail	.9	1.4	.8	3.8	4.1	2.0
Wanted a better job	.2	.5	.8	0	0	0
Economic environment	1.1	.3	.7	.4	0	0
Could not get accepted at any other college or was dropped by four-year college	1.0	.8	.6	0	0	0
Literature in high school	.6	.3	.6	.9	.5	.7
Facilities on the campus were impressive	.1	.7	.6	.7	.9	.3
Wanted to use VA benefit	1.0	.1	.5	0	0	0
Newspaper articles or advertisements	.1	.1	.5	1.4	2.1	1.1
Harper is better than closest community college	.1	1.3	.4	.6	.5	0
Scholarships available	.3	.5	.3	0	0	0
Athletic program	.2	0	.3	.4	.6	0
Harper area cooperative	.2	0	.3	.5	0	0
Faculty or staff at another college	.1	.8	.1	.4	.9	.9
Insurance reasons	0	0	0	0	0	0
Worked at Harper	0	0	0	1.3	.5	3.4
Moved into area	--	.3	0	--	--	.4
Could work while attending	--	.3	0	--	.5	0

Sources from which greatest help was received in obtaining needed information at Harper

	Degree Credit Percent			Non-Degree Credit Percent		
	1986	1987	1988	1986	1987	1988
College catalog or handbook	41.9	43.3	39.0	13.9	29.2	14.9
College semester schedule	17.5	28.0	28.8	26.9	37.7	31.0
Brochures or letters received in the mail	19.6	31.2	26.4	25.2	39.1	33.9
Counselors at Harper	15.1	30.2	23.0	4.9	9.0	5.0
Faculty	20.4	31.0	21.4	7.7	18.9	9.5
Found information I needed on my own	14.5	21.4	17.4	10.1	12.7	6.6
Other students	18.8	23.2	16.9	4.5	7.1	4.1
Newspaper releases	6.5	11.8	12.9	9.4	17.9	22.3
Admissions Office	7.3	13.1	11.1	7.0	9.0	7.4
Other Harper staff	6.0	8.8	8.4	5.8	8.0	5.0
Relatives or friends	7.9	9.8	6.3	5.8	5.2	7.0
Posters or bulletin board	3.8	6.5	5.0	2.1	2.4	1.2
Information booth	4.0	4.5	4.7	.7	4.2	1.7
Student Paper (Harbinger)	3.4	7.0	4.0	.7	.9	.8
Did not receive enough information	1.8	1.8	3.4	.7	3.3	1.7
Employer or fellow workers	3.2	4.3	2.6	4.5	2.4	2.9
Business Office	2.8	2.0	2.6	1.4	3.3	.4
Library	2.8	1.8	1.8	1.7	1.9	1.7
Fin. Aid and Veterans Office	3.4	1.8	1.6	.3	.5	0
High school counselor	1.4	1.0	1.3	.3	.5	0
Computer terminal	.2	.3	1.1	0	.5	0
Outside community agency	.2	0	.8	0	0	0
Orientation program or open house	1.4	2.5	.5	.7	0	.4
Employment at Harper	1.0	1.3	.5	.7	.5	1.7
Career development course or College survival class	.6	3.3	.5	.7	.9	.8
Participation in student activities	0	0	.5	0	.9	0
Displays in community	.4	.3	.3	1.0	1.4	.8
Senior Citizens Center	0	0	0	.7	.9	.4
What students plan to do when they leave Harper						
Transfer to another educational institution	36.9	41.2	41.7	6.0	5.2	2.7
Continue at Harper/use education for personal development	8.7	10.8	16.6	30.0	34.8	42.1
Obtain a job	14.9	15.7	14.6	4.3	3.9	3.2
Continue on same job	20.0	10.3	12.5	45.3	31.7	37.2
Get a promotion/better job	9.2	9.0	7.9	2.4	8.0	6.0
Not sure	6.3	9.0	4.4	3.4	5.3	2.1
Become self employed	2.3	2.2	1.5	.9	3.1	1.8
Move out of the area	.5	.9	.4	.9	.9	1.9
Armed Services	0	0	.3	0	0	0
Become/Cont. as a homemaker	1.2	.8	.1	6.4	5.6	2.9
Retirement	0	0	0	0	.9	0
Finish high school	0	0	0	.4	.6	.1
Number Responding	433	401	376	233	224	222

Principle Purpose in Enrolling at Harper

	Degree Credit Percent			Non-Degree Credit Percent		
	1986	1987	1988	1986	1987	1988
Enroll in baccalaureate oriented program in order to transfer to a four-year college	30.4	33.6	32.7	5.2	4.6	2.4
Enroll in a specific career program	33.2	32.0	29.0	11.0	13.5	7.9
Take courses for general interest	12.5	14.2	16.2	59.7	59.4	71.3
Search for a major field of interest	16.7	11.4	13.0	3.7	3.6	5.0
For retraining or refresher purposes	6.7	7.4	6.8	20.3	18.5	12.4
To learn the English language	.5	1.4	2.3	.1	.4	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	416	387	370	231	219	209

Means of Transportation to Harper

Drive my own car	90.0	87.2	91.2	92.5	92.2	93.4
Use family car	6.7	6.8	5.9	3.0	2.0	1.3
Ride with someone else	1.6	2.0	1.1	3.0	3.3	2.7
Company Van/Car	1.2	.7	.8	1.1	1.3	1.8
Car pool	.5	1.5	.5	0	0	0
Take bus	0	1.2	.5	.4	.8	.4
Walk	0	.3	0	0	.4	0
Bicycle	0	.3	0	0	0	.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	431	398	375	235	225	224

Preference for Public Transportation or Car Pool

Not interested	87.4	83.3	88.5	90.9	88.4	91.4
Would be interested in bus transportation	7.3	9.3	9.4	6.1	8.5	5.5
Would prefer car pool	5.3	6.9	2.1	3.0	3.1	3.2

Sources of Financing Education at Harper College

Source of Financing	Degree Credit Student			Non-Degree Credit Student		
	Percent			Percent		
	1986	1987	1988	1986	1987	1988
Self	53.9	46.6	47.7	70.0	72.1	70.9
Parents	21.4	19.1	20.2	4.7	5.1	3.9
Employer Contribution	11.4	18.1	18.9	17.5	13.2	14.5
Spouse	6.6	10.4	8.6	7.2	7.2	10.2
Veteran Benefits	2.6	.2	2.2	0	.2	0
Scholarships	2.1	3.7	1.7	0	2.0	0
Loans	2.0	1.9	.7	.6	.2	.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

APPENDIX

- Survey Instrument

- Cover Letter

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

Fall 1988

Dear Student:

Because of State and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain information on our student body.

To that end, we are sending you the enclosed questionnaire as a part of a sample of Harper College students. Since this is only a sample, it is very important that each student selected answer the questionnaire as completely as he or she can and mail it back to us in the return envelope provided for your convenience. Any information you supply will be kept strictly confidential among appropriate College administrators.

The number on the survey enables us to take your name off the mailing list when your completed response is received. This saves us the cost of unnecessary mailings and saves you the bother of receiving a second copy of the survey in addition to a follow-up telephone call.

We greatly appreciate your response to this survey. You can be assured you are helping Harper College serve its community better.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Planning and
Institutional Research

jc
Enclosures SC-88

STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the one most appropriate alternative for each question.

I. DEMOGRAPHIC

1. Sex

_____ Male

_____ Female

2. Marital Status - Check (✓) one.

_____ A. Single

_____ B. Married

_____ C. Divorced

_____ D. Widow/Widower

3. Age - Check (✓) one.

_____ A. 16
_____ B. 17
_____ C. 18
_____ D. 19
_____ E. 20
_____ F. 21
_____ G. 22-25
_____ H. 26-30
_____ I. 31-35
_____ J. 36-40
_____ K. 41-45
_____ L. 46-55
_____ M. 56-65
_____ N. Over 65

4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.

_____ A. Managerial or executive (business executive, banker, store manager)
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.)
_____ C. Sales - professional
_____ D. Semi-professional or technical (programmer, lab technician, secretary)
_____ E. Semi-skilled (machine operator, construction worker, clerk)
_____ F. Skilled trades (electrician, carpenter, plumber)
_____ G. Small business owner or farm owner
_____ H. Supervisor or public official (office manager, policeman)
_____ I. Unskilled (general laborer, farm laborer)
_____ J. Student, not employed full time
_____ K. Homemaker and student

5. What do you plan to do when you leave Harper? Check (✓) one.

_____ A. Transfer to another educational institution
_____ B. Obtain a job
_____ C. Obtain a promotion
_____ D. Continue on same job as I have now
_____ E. Become/continue as a homemaker
_____ F. Do not plan to leave Harper - Plan to continue to use Harper off and on over the years for my own personal development.
_____ G. I am not sure
_____ H. Move out of the area
_____ I. Become self-employed
_____ J. Join the Armed Forces
_____ K. Other (specify)_____

_____

_____

6. Primary ethnic background. Check (✓) one.

_____ A. Asian American/Oriental - of Chinese, Japanese, Korean, Hawaiian, Samoan or Filipino descent
_____ B. Native American/American Indian descent
_____ C. Black American/or Afro American descent
_____ D. Chicano/Mexican American
_____ E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
_____ F. White American of European descent
_____ G. Foreign students who carry F or J visa
_____ H. Other (specify) _____
_____ I. I prefer not to answer this question.

7. Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.

_____ A. Less than $ 5,000
_____ B. $ 5,000 - $ 7,499
_____ C. $ 7,500 - $ 9,999
_____ D. $10,000 - $11,999
_____ E. $12,000 - $14,999
_____ F. $15,000 - $19,999
_____ G. $20,000 - $24,999
_____ H. $25,000 - $29,999
_____ I. $30,000 - $34,999
_____ J. $35,000 - $39,999
_____ K. $40,000 - $49,999
_____ L. $50,000 - $59,999
_____ M. $60,000 - $69,999
_____ N. $70,000 - $79,999
_____ O. $80,000 -$100,000
_____ P. Over $100,000

8. Transportation - Check (✓) your primary mode

_____ A. Drive my own car
_____ B. Ride with someone else
_____ C. Use family car
_____ D. Car pool
_____ E. Motorcycle
_____ F. Bicycle
_____ G. Take bus
_____ H. Walk
_____ I. Drive company car/van

9. Would you prefer public transportation or would you like to be contacted for a car pool? Check (✓) all which apply.

_____ A. I would be interested in bus transportation.
_____ B. I would prefer to be in a car pool.
_____ C. Not interested in either.

10. What is the highest educational level you attained prior to attending Harper? Check (✓) one.

_____ A. Some high school
_____ B. High school graduate
_____ C. GED equivalency diploma
_____ D. Technical or business school graduate
_____ E. Some college
_____ F. Associate degree - community college degree
_____ G. Some hours beyond associate degree
_____ H. Three year nursing degree
_____ I. Bachelor's degree (B.A. or B.S.)
_____ J. Master's degree
_____ K. PhD. or Ed.D - doctorate

II. FAMILY INFORMATION

1. Which language is most used at home? Check (✓) one.

_____ A. English	_____ F. French	_____ K. Korean
_____ B. Spanish	_____ G. Greek	_____ L. Hindu
_____ C. German	_____ H. Japanese	_____ M. Filipino
_____ D. Italian	_____ I. Chinese	_____ N. Scandanavian
_____ E. Polish	_____ J. Vietnamese, Cambodian, Thai or Laotian	_____ O. Other (specify) _____ _____

2. What age children do you have? Check (✓) all which apply.

_____ A. Have no children
_____ B. Have pre-schoolers at home
_____ C. Have school age children at home
_____ D. Have post high school children at home
_____ E. Have children who have left home

3. Are you financially independent (less than $600 from parents and not listed as income tax dependent)? Check (✓) one.

_____ A. Yes - live away from parents

_____ B. No - live with parents

_____ C. Yes - but live with parents and pay for room and board and all other expenses

4. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you at a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents). Check (✓) one.

_____ A. Less than $5,000	_____ I. $35,000 to $39,999
_____ B. $ 5,000 to $ 8,999	_____ J. $40,000 to $49,999
_____ C. $ 9,000 to $12,999	_____ K. $50,000 to $59,999
_____ D. $13,000 to $16,999	_____ L. $60,000 to $69,999
_____ E. $17,000 to $20,999	_____ M. $70,000 to $79,999
_____ F. $21,000 to $24,999	_____ N. $80,000 to $100,000
_____ G. $25,000 to $29,999	_____ O. Over $100,000
_____ H. $30,000 to $34,999	

III. ESTABLISHING A RELATIONSHIP WITH HARPER COLLEGE

1. How did you first hear about Harper College? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. Saw the campus or live close by
_____ F. Newspaper articles or advertising
_____ G. Semester schedule received from Harper in the mail
_____ H. Harper area high school cooperative career orientation program
_____ I. Cannot remember when I first heard about Harper College
_____ J. Visit by Harper representative to my high school
_____ K. Heard about Harper through employees where I am employed
_____ L. Talked to Harper counselor or faculty
_____ M. Real estate agent
_____ N. Welcome Wagon
_____ O. Wanted specific program - found Harper College had it
_____ P. Brochures or letters received from Harper in the mail
_____ Q. Senior Citizen Center
_____ R. Employed near Harper College
_____ S. Saw or toured Harper van
_____ T. Saw or visited display at a shopping center
_____ U. Harper College open house
_____ V. Heard about Harper at the college I attended before
_____ W. Referendum or tax bill
_____ X. From the public library
_____ Y. Other (specify) _____

_____

2. What or who most convinced you to first attend Harper College? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. The fact that it was so inexpensive
_____ F. The fact that it is so convenient to get to
_____ G. Semester schedule received from Harper in the mail
_____ H. The facilities on the campus impressed me
_____ I. A visit to Harper's campus talking to faculty or counselors
_____ J. Harper area high school cooperative career orientation program
_____ K. Newspaper articles or advertisements
_____ L. The fact I could get specific program or course(s) which I wanted
_____ M. No particular reason
_____ N. Brochures or letters received from Harper in the mail
_____ O. I found it was easy to transfer courses to a four-year college
_____ P. Employees at work convinced me
_____ Q. Wanted to use V.A. benefits
_____ R. Harper College is better than the closest community college.
_____ S. Scholarships available
_____ T. It is a good place to find direction for your life
_____ U. I worked at Harper College
_____ V. The economy and the availability of jobs
_____ W. Could not get accepted at any other college
_____ X. Faculty or staff at another college recommended Harper College
_____ Y. Insurance reasons
_____ Z. Harper's reputation for excellence
_____ AA. Other (specify) _____

IV. GOALS AT HARPER COLLEGE

1. Which of the following best indicates why you enrolled at Harper? Check (✓) one.

_____ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field) _____
_____ B. To enroll in a specific career program (specify) _____
_____ C. To search for a major field of interest
_____ D. To take courses for general interest
_____ E. For retraining or refresher purposes
_____ F. To learn the English language

2. _____ Full-time student (12 hours or more) _____ Part-time student

3. When are you enrolled? Check (✓) one.

_____ A. All courses are in day - 7 a.m. to 5 p.m.
_____ B. All courses are in evening - 5 p.m. to 11 p.m.
_____ C. All courses are on weekends
_____ D. A mixture of times - (give number of hours in each time period)
_____ credit hours in day
_____ credit hours in evening
_____ credit hours on weekend

4. Where are you enrolled? Check (✓) one.

_____ A. All courses on the main campus in Palatine
_____ B. All courses at Barrington High School
_____ C. All courses at Schaumburg High School
_____ D. All courses at the Northeast Center
_____ E. All courses at another off-campus location
_____ F. A mixture of locations - (give number of hours at each location)
_____ credit hours main campus
_____ credit hours Barrington High School
_____ credit hours Schaumburg High School
_____ credit hours Northeast Center
_____ credit hours other locations

5. Please indicate how long you presently plan to attend Harper? Check (✓) one.

_____ A. More than three years
_____ B. Three years
_____ C. Two years
_____ D. One year
_____ E. Just one semester

6. Which of the following statements applies to you? Check (✓) one.

_____ A. I have a definite major field which has remained unchanged since entering Harper College.
_____ B. I have changed fields since entering Harper.
_____ C. I plan to change my major field in the near future.
_____ D. I do not have a major field of study and do not need one at present.
_____ E. I am searching for a field.
_____ F. I am a transfer student and entering a different curriculum at Harper.
_____ G. I have a bachelor's degree or higher and starting a new program at Harper.

(over)

7. Highest degree planned. Check (✓) one.

_____ A. None - no degree

_____ B. Associate - Community College Degree

_____ C. Bachelor's (B.A. or B. S.)

_____ D. Master's (M.A. or M.S.)

_____ E. Ph.D or Ed.D

8. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College? Check (✓) all which apply.

_____ A. Faculty
_____ B. Other Harper Staff
_____ C. Counselors at Harper
_____ D. Brochures
_____ E. College catalog
_____ F. Other students
_____ G. Newspaper releases
_____ H. Semester schedule
_____ I. Employer or fellow workers
_____ J. Find information I need on my own
_____ K. Admissions office
_____ L. Relatives or friends
_____ M. Posters or bulletin board
_____ N. High school counselor
_____ O. Career development courses or college survival course
_____ P. Senior Citizen Center
_____ Q. Did not receive enough information
_____ R. Business office
_____ S. Financial Aids Office
_____ T. Computer terminal
_____ U. Learning Resources Center (library)
_____ V. Student newspaper - Harbinger)
_____ W. Student activity participation
_____ X. Information booth
_____ Y. Displays in community
_____ Z. Other (specify)_____

_____

_____

_____

Department Staff:

Secretary Janice Cook
Mailing and Tabulation Cal Meltesen
Telephoning Linda Goers

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES

MAR 8 1991